Inclusive behaviours
A UK polar community guide
Individuals may experience situations differently and have different expectations based on their past experiences. As a community we have the responsibility to create safer spaces which value listening and honest feedback, but equally we must take responsibility for our individual learning.

This document is a guide that outlines expected behaviours for the BAS community. It provides tools for collective learning and guidance on how to resolve challenging situations.
**BAS cultural aspirations**

As an organisation, one of our aims is to embrace diversity and foster an inclusive culture. BAS aims to give staff, students and visitors a secure environment where they are respected for who they are, no matter their age, disability, sexual orientation, religion, race, ethnicity, gender identity or other parts of their identity.

A diverse workplace offers more than just exposure to people from different cultures and backgrounds, we all benefit from a diversity of ideas and experiences.

Working in the Polar Regions is, by its very nature, isolating, but loneliness and frustration can be part of any workplace. Creating an open culture of respect and support benefits all within the organisation and improves mental and physical health.

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**BAS way of life**

Our staff are key to our success. The people who work for BAS create who we are, and what we want to become. Making our organisational goals a reality depends on the teamwork and diversity of our staff.

Our organisation is built on mutual respect and inclusion;

- Living our values in the environment in which we work
- Transparent business practices, with partners that share our values
- Engaging and supporting our community
- Research with integrity
In practice, this could mean:

- Allowing all team members to express their opinions openly without judgment to partake in decision making and will not exclude others from meetings
- Being open with your team members, taking responsibility, and learning from your experiences
- Avoiding knowingly making misleading statements or engaging in activities that could be viewed as offensive
- Being able to recognise and avoid aggression and stereotypical antisocial behaviour such as misogyny

- Learning about and addressing your positionality, power, privileges, and implementing BAS values
- Recognising the colonial histories and cultural biases or traditions that may have led to people’s different positions within the team
Being an accountable colleague

In practice, this could mean:

• **Asking for help** if needed and respecting those who ask for help, recognising that people have different strengths, and some disabilities are invisible

• **Respecting people’s personal boundaries** including taking photos of or recording team members

• **Believing victims** of misconduct and taking seriously the impact of that misconduct as well as respecting their anonymity through the reporting process

• **Follow the rules** laid out by the organisation including respecting the property and facilities

• **Respect the safety of others**

• **Familiarising with the Equality Act** and its implications on protected characteristics

For more information, please visit: www.bas.ac.uk
What are biases?

Bias is the inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

Each individual has biases based on their personal experiences and societal traditions. Biases can show themselves in the workplace when:

• We need to act fast or are under pressure
• We decide what to remember
• We have too much information at hand
• We’re not presented with enough information

Breaking down bias

People differ in levels of bias, but they are held by all.

Ways of recognising and addressing your own biases include:

• Accept that we all have unconscious biases
• Think about why you are making decisions
• Familiarise yourself with the issues
• Widen your social circle
• Set ground rules for behaviour, meetings etc.
• Base decisions on facts and information
• Provide and learn from feedback
• Apologise if you get it wrong
Recognising sexual and gendered harassment and discrimination

Visible, explicit, actionable

- Unfair or unfavourable treatment because of gender
- Sexual assault or rape
- Indecency or nudity in the workplace
- Unwanted groping or stroke
- Promising professional rewards or threatening professional consequences unless sexual demands are met

Hidden, vague, implicit

- Nude images posted at work
- Unwanted sexual discussions, relentless pressure for dates
- Obscene gestures or jokes
- Offensive remarks about bodies or sexual teasing
- Barriers such as fear of perceived inappropriateness which prevent cross-sex professional relationships, limiting access to mentors and advocates
- Sexist insults, e.g. “X gender doesn’t belong in science/engineering”
- Meritocracy myth: Belief that performance alone will be enough to earn recognition, promotion, etc. and discounts the importance of networks and advocacy to secure opportunities
- Gendered slurs or vulgar name calling e.g. s*t, b*tch, c*n

For more information, please visit: www.bas.ac.uk
## Recognising racial harassment

What could racial harassment feel like for a colleague?

<table>
<thead>
<tr>
<th>Theme</th>
<th>Microaggression</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alien in own land</strong></td>
<td>“Where are you from?”&lt;br&gt;“Where were you born?”&lt;br&gt;“You speak good English.”</td>
<td>You are not British.&lt;br&gt;You are a foreigner.</td>
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<tr>
<td>When individuals are assumed</td>
<td></td>
<td></td>
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<tr>
<td>to be foreign-born.</td>
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<tr>
<td><strong>Colour blindness</strong></td>
<td>“All lives matter.”&lt;br&gt;“When I look at you, I don’t see colour.”&lt;br&gt;“The UK is a melting pot.”&lt;br&gt;“There is only one race, the human race.”</td>
<td>Denying a person of colour’s racial/ethnic experiences and individual as a racial/cultural being.&lt;br&gt;Assimilate/acculturate to the dominant culture.</td>
</tr>
<tr>
<td>Statements that indicate that</td>
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<tr>
<td>a White person does not want</td>
<td></td>
<td></td>
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<tr>
<td>to acknowledge race.</td>
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<td><strong>Denial of individual racism</strong></td>
<td>“I’m not a racist. I have several Black friends.”&lt;br&gt;“As a woman, I know what you go through as a racial minority.”</td>
<td>I am immune to races because I have friends of colour.&lt;br&gt;Your racial oppression is no different than my gender oppression.&lt;br&gt;I can’t be a racist, I’m like you.</td>
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<tr>
<td>A statement made when Whites</td>
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<tr>
<td>deny their racial biases.</td>
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<tr>
<td><strong>Myth of meritocracy</strong></td>
<td>“I believe the most qualified person should get the job.”&lt;br&gt;“Everyone can succeed in this society, if they work hard enough.”</td>
<td>People of colour are given extra unfair benefits because of their race.&lt;br&gt;People of colour are lazy and/or incompetent and need to work harder.</td>
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<tr>
<td>Statements which assert that</td>
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<tr>
<td>race does not play a role in</td>
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<td>life successes.</td>
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<tr>
<td>**Pathologising cultural</td>
<td>Asking a Black person: “Why do you have to be so loud/animated? Just calm down.”&lt;br&gt;To an Asian or Latino person: “Why are you so quiet? We want to know what you think. Be more verbal. Speak up more.”&lt;br&gt;Dismissing an individual who brings up race/culture in work setting.</td>
<td>Assimilate to dominant culture.&lt;br&gt;Leave your cultural baggage outside.</td>
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<tr>
<td>values/communication styles</td>
<td></td>
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<tr>
<td>The notion that the values and</td>
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<td>communication styles of the</td>
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<td>dominant/White culture are</td>
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<td>ideal.</td>
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Recognising ableism

Individuals with disabilities deal with challenges in different ways. We must respect each individual’s right to determine their abilities, and not assume their needs based on past experiences. Not all disabilities are visible.

Social barriers

- Facilities
- Buildings
- Education
- Services
- Transport
- Poverty & low income
- Communication

- Structures
- Procedures
- Practices

Attitudes

- Prejudice
- Stereotyping
- Discrimination
- Lack of understanding
- Isolation
Understanding differences in sexual and gender identities

Each person’s sexual and gender identity consists of a combination of different elements, whether you’re a member of a minority or not. The LGBTQIA+ community refers to people from marginalised sexual and gender identities.

In UK society gender is still seen traditionally within the binary, with people falling into one of two categories: male or female.
Sometimes, a situation just does not feel right. It might be comments made by a friend that you feel are inappropriate or you spot someone feeling uncomfortable with how they are treated.

**Being an active bystander** means being aware of when someone’s behaviour is inappropriate or threatening and choosing to challenge it. If you do not feel comfortable doing this directly, you can get someone to help you.

**Strategies for intervention**

- **Good interventions** are about getting your point across authentically in order to get your desired result. It does not mean being bossy, judgmental, deliberately confrontational or unnecessarily authoritarian.

- **Intonation** – think about how you are speaking.

- **Manage your mindset** – concentrating on a fact that you know (e.g. your name and age) can help calm your mind and help you appear more assertive.
What to do when you see a problematic situation?

<table>
<thead>
<tr>
<th>Distract</th>
<th>Direct action</th>
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<tr>
<td>Approach the victim with a reason for them to leave the situation – tell them they need to take a call, or you need to speak to them; any excuse to get them away to safety.</td>
<td>Call out negative behaviour, tell the person to stop or ask the victim if they are ok. Do this as a group if you can.</td>
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<tr>
<th>Delay</th>
<th>Delegate</th>
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<tr>
<td>Wait for the situation to pass then ask the victim if they are ok. Or report it later when it’s safe to do so – it’s never too late to act.</td>
<td>Tell someone with the authority to deal with the situation, or call for help.</td>
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</table>
What can I do if I have experienced inappropriate behaviour?

Each situation is unique. Below is a non-exhaustive list of things you might consider before reporting an incident.

• If your health and wellbeing is at immediate risk, make sure you feel safe
• Seek out organisational support, BAS is committed to the safety and wellbeing of each employee
• Take notes of instance(s) of inappropriate behaviour
• Talk to someone you feel you can trust about your experience
• Remember that you can change your mind about talking to anyone about your experience at any time
• Report following the guidance given in this booklet (see page 15)
• Remember that you can bring someone with you to provide support during reporting or any resulting discussions
• Seek reasonable and appropriate accommodations to secure a safe working environment
• Seek assistance, both physical and mental if appropriate
All team members have the responsibility to report instances of unacceptable conduct, no matter the severity. There are both formal and informal ways of addressing issues. An informal approach is encouraged, where appropriate, because is likely to lead to earlier resolution, however, this may not always be possible. The individual will decide the approach they wish to take.
Reporting an incident

Experienced or witnessed an incident?

I don’t feel safe discussing the incident

Report to Vault

You will be assigned a Case Manager, and they will:
• Work with you to understand your concerns and obtain further details
• Undertake a risk assessment to ensure all individuals involved are safe to continue to work in their current roles and workplace
• Arrange an investigation

I feel safe and supported

Get support and guidance from:
Line Manager, Station Leader, HR, Welfare Officer, Employee Assistance Programme

I need support and intervention

I am happy to approach perpetrator(s)

Can the matter be resolved informally

No

Report via HR

Yes

Work with a neutral third party

Is the matter resolved?

No

Yes

HR should have a record of the outcomes

You have the power to pause or withdraw from the process at any point

For more information, please visit: www.bas.ac.uk
What will the organisational response to reporting Code of Conduct violation(s) look like?

**Step 1:** Meet with you to understand your concerns and the situation.

**Step 2:** Undertake a risk assessment to ensure all individuals involved are safe to continue to work in their current roles and workplace.

**Step 3:** Try to address matter informally and, if this is not possible to escalate to formal stage, as per UKRI policy.

If the complaint is upheld appropriate action will be taken. Some kinds of harassment are criminal offences.

Any case of physical assault, including sexual assault, should be reported to the police. If, following investigation, a complaint is not upheld and is found to be malicious or vexatious, disciplinary action may be taken against the complainant.
Welfare support

Should you feel additional welfare support would be beneficial to you or a colleague in relation to the topics covered in this guide, or in general during your polar experience, please seek assistance at the earliest opportunity.

In addition to Station Leaders and deployed colleagues, we offer the following services from BAS Cambridge:

**HR Team**

Provide advice and support including the ability to link you to relevant specialist professionals such as occupational health and counselling.

**Welfare Officers**

Provide a confidential listening service to assist you in working through issues and identifying solutions.

- **Ali Teague** (BAS)  
  Email: alag@bas.ac.uk

- **Greg Pirt** (UKRI)  
  Email: greg.pirt@ukri.org

Whilst polar deployment is exciting and can provide the experience of a lifetime it is also challenging and can result in unexpected emotional responses. It’s okay to not be okay and talk to someone about it.
Feedback and further information

We welcome your feedback and comments on this document. These should be addressed to:

**Project Officer, Equality & Diversity and HR**
British Antarctic Survey
High Cross, Madingley Road
Cambridge, CB3 0ET, UK

Email: inclusion@bas.ac.uk

For further information about BAS, please visit: www.bas.ac.uk

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